DOCUMENT RESUME

ED 048 515 24 VT 012 953

TITLE The Continuation of the Center For Research, Development and Training In Occupational Education. Quarterly Report, 1 May 1969 to 31 July 1969.

INSTITUTION North Carolina State Univ., Raleigh. Center for Occupational Education.

SPONS AGENCY Office of Education (DHEW), Washington, D.C. Bureau of Research.
BUREAU NO BR-7-0348
PUB DATE 69
GRANT CEG-7-070348-2698
NOTE 31p.

EDRS PRICE EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS Adult Basic Education, Educational Objectives, Models, Program Budgeting, Program Development, *Program Evaluation, Program Improvement, Program Planning, *Reports, *Research and Development Centers, *Research Projects, *Vocational Education
IDENTIFIERS Center for Occupational Education

ABSTRACT

One of the major highlights of the last quarter was the review of the Center for Occupational Education by a review and evaluation panel from the Bureau of Research, U.S. Office of Education. This in-depth evaluation centered around the various projects and activities as identified by the Center's goals. Thus, these activities were primarily concerned with (1) increasing the accessibility of occupational education to the individual, (2) the effect of adult basic education on occupational adjustment and acculturation of low literature adults, (3) the development of postsecondary occupational education in the South. Other projects and activities included the application of a program planning and budgeting system to an educational research and development center and the development of a model exemplary program in occupational education for the middle grades. A related document is available as VT 012 941. (Author/JS)

ED048515

QUARTERLY REPORT

Project No. BR 7-0348

Grant No. OEG-2-7-070348-2698

THE CONTINUATION OF THE CENTER FOR RESEARCH, DEVELOPMENT AND TRAINING IN OCCUPATIONAL EDUCATION

1 May 1969 to 31 July 1969

U. S. DEPARTMENT OF
HEALTH, EDUCATION AND WELFARE

Office of Education
Bureau of Research

VT012953

QUARTERLY REPORT

OE Bureau of Research No.:	BR-70348
Grant No.:	OEG-2-7-070348-2698
Period Included:	1 May 1969 to 31 July 1969
Name of Institution:	NORTH CAROLINA STATE UNIVERSITY AT RALEIGH
Title of Project:	THE CONTINUATION OF THE CENTER FOR RESEARCH, DEVELOPMENT, AND TRAINING IN OCCUPATIONAL EDUCATION
Name of Project Director:	DR. JOHN K. COSTER

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

INTRODUCTION

One of the major highlights of the past quarter was the review of the Center for Occupational Education by a Review and Evaluation Panel constituted by the Bureau of Research, U. S. Office of Education. The site visit was made on May 14 and 15, 1969. Members of the Review and Evaluation Panel were:

Dr. Gordon I. Swanson, Professor and Coordinator of International Education, College of Education, University of Minnesota, Chairman.

Dr. Warren G. Findley, Director, Research and Development Center for Educational Stimulation, University of Georgia.

Dr. Russell P. Kropp, Director, Division of Instructional Research and Services, Florida State University.

Dr. Carl J. Schaeffer, Chairman, Division of Vocational and Technical Education, Rutgers State University.

Dr. Samuel Sieber, Bureau of Applied Social Research, Columbia University.

Also in attendance, representing the Division of Comprehensive and Vocational Education Research, were Dr. Duane M. Nielson, Director, Organization and Administrative Studies Branch and Mr. Lawrence Braaten, Research Associate, Organization and Administrative Studies Branch and Project Officer for the Center for Occupational Education.

This evaluation was the first in-depth review of the program of the Center since the Center was established in 1965.

ACTIVITIES AND ACCOMPLISHMENTS UNDER MAJOR PROJECT AREAS

Goal 1. Accessibility

Increasing the Accessibility of Occupational Education to the Individual

Policies and Policy Making in Occupational Education. Project No. 002; Dissemination Conference on Policies and Policy Making. Project No. 031; Summer Institute on Developing State Level Leadership on Policy Making for Occupational Education, Project No. 049; Dr. H. G. Beard, Departments of Agricultural Education and Sociology and Anthropology, Project Director.

The objectives of this project are: (1) to describe the kinds and levels (content) of policy for occupational education made at the state level, (2) to identify policy-making procedures used to make policies for occupational education at the state level, (3) to evaluate policy content and policy-making procedures in occupational education at the state level, (4) to develop an approach or design for improving policies at the state level, and (5) in the process of the project and in the implementation of the design at the conclusion of the project, to develop decision-making competencies and understandings of policy makers.

The recommendations for improving policy making in occupational education at the state level in the southern states, which came from practitioners who have participated in the project, were incorporated in a design for policy making in occupational education. These practitioners are the ones who participated in the Dissimination Conference and in the Summer Institute. Many of the recommendations for improvement in policy making were found not to be supported by research or theoretical considerations.

Therefore, considerable time was spent during the past quarter in testing the recommendations against theories of policy making and of formal organizations. Work proceeded on the preparation of the final report during the quarter.

Generic Bases of Negro Teenage Unemployment: A Preliminary Investigation. Project No. 039, Dr. C. H. Rogers, Department of Agricultural Education, Project Director.

This project was financed in part through a grant from the U. S. Department of Labor. The central problem of the study was directed toward the discovery and explanation of why the rate of teenage unemployment is disproportionately higher than the rate of adult unemployment, with specific attention to small rural communities. The objectives are: (1) to trace the labor market experience of youth in selected rural communities as they move from school or unemployment; (2) to describe or explain the differences in labor market experiences of Negro and white male and female youth, (3) to evaluate the effect of selected personal factors, including race, sex, age, education, and vocational training, and selected independent variables such as aspiration and knowledge of employment opportunities and job requirements on teenage employment status; (4) to investigate the relationships of selected social and familial conditions, (5) to evaluate community factors including job opportunities for unemployed youth in selected communities, and (6) to assess the educational and training opportunities for unemployed youth in selected communities.

The manuscript for the final report was revised during the quarter. The manuscript was edited by Mr. Ken Dane, Staff Editor of the Center, and the final report was typed. The final report, entitled, Teenage Unemployment

in Two Selected Rural Counties in the South was published as Center Research and Development Report No. 4 on July 25, 1969. The report was delivered to the U. S. Department of Labor in Washington on July 31, 1969. At that time a conference was held with Dr. Howard Rosen at the U. S. Department of Labor on the final report and its implementations for revisions in manpower policy. The possibilities of conducting a conference on teenage unemployment was discussed at that time.

Change in Occupational Education Programs: A Study of Local Administrative and Community Factors Affecting Program Change. Project No. 026, Dr. L. E. Bennett, Department of Politics, Project Director.

The ultimate objective of this project is to explain the conditions which tend to obstruct and support change in occupational education programs in public schools and to make recommendations for implementing change in these programs. In that it appears that decisions made in local schools are instrumental to the effective development of these programs, this study focuses on this level. The local administrative school unit, headed by a superintendent, can be viewed as a system which responds to the demands and supports from its environment. This implies that the conditions obstructing or supporting change exist either inside the system or outside of it. Therefore, the nature, location, and importance of factors affecting the change process must be examined.

Work on the pilot project stage has progressed through the completion of interviewing of the sample of 25 school superintendents. The interviews consisted of open-ended questions and were tape recorded. Interview length

averaged about one hour, although a few were two hours or longer. At the present time, a coding procedure is being developed and tested. The graduate research assistant for the project has continued to compile data on school units from documentary sources. These data cover both the pilot study stage and the projected major study. In the following quarter, the coding and analyses of pilot study data will be completed as well as revision of the instrument and project statement for the major phase of the project. Completion or substantial completion of data collection for the major study is also being planned.

The data collection instrument entitled "Change in Occupational Education Programs: A Study of Local Administrative and Community Factors Affecting Program Change" was prepared and submitted to the Bureau of Research, U. S. Office of Education for clearance.

An Analysis of Information Systems in Technical Institutes and Community Colleges. Project No. 029, Dr. Joseph C. Matthews, Jr., Department of Economics, Project Director.

The objectives of this study are: (1) to describe a model of the systems in use in North Carolina technical institutes and community colleges for obtaining, processing, using, and disseminating economic and social information pertaining to occupational education programs (specifically, but not exclusively, the full-time technical and vocational curriculums); (2) to identify the principal problems involved in securing, analyzing, and otherwise managing the exchange and use of this information; and (3) to analyze responses to interview questions and draw conclusions as to the

desirable adjustment in information management procedures, including the feasibility of establishing specialized information centers within institutions.

All data were collected during the quarter and the tabulations of responses were completed. The first four chapters of the preliminary draft were completed during this quarter and were submitted to the director of the Center. Work was begun on the chapter on recommendations and conclusions for the study.

There was widespread agreement among respondents that improved facilities are needed for obtaining planning information. The numerous variations of information systems and related procedures indicate a need for further work in standardizing information systems in postsecondary occupational education institutions.

The Problems and Process of Initiating and Implementing a Program Planning and Budgeting System in an Occupational Education System: A Case Study. Project No. 046, Dr. R. T. Williams, Department of Industrial and Technical Education, Project Director.

The objective of this project is to produce a report depicting the process and procedures employed in initiating a planning, programming, and budgeting system in a state division of vocational education which may be used as an exemplary model for long-range planning and budgeting for occupational education.

During the quarter a first draft of a mission statement, goals and objectives for the Division of Vocational Education in North Carolina was prepared. Nearly all the personnel in the division were involved in

this process. Mr. Williams reported that he began inquiry into the existing information system in the division, acquiring forms, and asking questions.

It has become apparent that major changes in the role of the division and its activities are on the horizon. Dr. Williams wrote a twenty page position paper tying together the mission, new role, and information system for the Division of Vocational Education, using a program planning and budgeting system format. This position paper is to be discussed by the top division personnel early in the next quarter.

During the quarter Mr. Joseph Malinski, Director of Planning, State Division of Vocational Education, St. Paul, Minnesota, served as a consultant to the project. Mr. Malinski met with the leaders in the State Division of Vocational Education and with other state officials to discuss the planning system now being installed in the Minnesota State Division of Vocational Education.

An Economic Study of Occupational Education in Community Colleges and Technical Institutes. Project No. 045, Dr. L. A. Ihnen and Mr. R. D. Robbins, Department of Economics, Project Directors.

The objectives of the project are: (1) to develop a system that will generate required data on costs and returns of occupational education; (2) to attempt to determine the program cost of occupational education; and (3) to estimate returns to occupational education.

During this quarter, data collection at Forsyth Technical Institute and Rockingham County Community College was continued. Approximately 200 questionnaires have been returned to Forsyth by the graduates. The

personnel at Forsyth have begun to record the data they need from these questionnaires. Upon completion they will return the data to the project directors for use in the Center project. In addition, some telephone follow-up has been done on the nonrespondents. All persons who did not respond to two mailings were contacted by phone if a number was available.

At Rockingham County Community College, approximately 60 questionnaires have been collected. Telephone follow-up on nonrespondents has also been done.

During the next quarter, it is hoped that the data collection will be completed. Also, it is hoped that a decision will be reached on a control group.

Modeling the Student Flow Through a Technical Institute. Project No. 048, Dr. J. L. Wasik, Department of Experimental Statistics and Psychology, Project Director.

The objectives of this project are: (1) to develop a mathematical model tnat will calculate population estimates for selected program enrollments in technical institutes, (2) to determine effects of hypothesized policy changing upon program enrollments, (3) to derive ten-year projections for program enrollments in technical institutes, and (4) to project future instructor needs by programs for technical institutes for a five-year period.

The basic model would provide estimates of enrollment of students in technical and vocational programs and a total state-wide estimate. It is anticipated that administrators, both at the state and local level, will use the data generated by the model to plan the

future development of their institution. By restricting the projections developed by the model to curricula which are relatively popular (i.e., widely taught), the use of the information will provide the basis for making administrative decisions as to whether resources will be available for development of new programs or for the expansion of established programs.

The past quarter was mainly concerned with the continued review of the available literature on modeling procedures and the Markow-chain processes. The writing of a research proposal for this project was begun. This included the development and introduction and the review of the literature sections.

A meeting was held with Mr. Al Cruze of the Research Triangle Institute to discuss the projects being carried on by Mr. Cruze for the State Department of Community Colleges on the development of state manpower and economic projections. The meeting was quite fruitful in identifying additional resources concerning the use of mathematical models in enrollment projection. Mr. Cruze also felt the results of the proposed study would be necessary if it was to be an attempt to develop resource allocation procedures for the North Carolina Community Colleges or technical institutes.

Exploration of the Occupational Guidance Role of the Public Guidance Counselor. Project No. 027, Dr. C. G. Dawson, Department of Sociology and Anthropology, Project Director.

The objective of this study is to ascertain the consensus of the occupational guidance role of the public school guidance counselor within a secondary public school system and to explore the relationship of certain factors to the existing consensus.

The preliminary draft of the final report was completed. A formal review was made by an editorial review committee. The revised final report will soon be ready for publication.

Increasing the Accessibility of the Individual to Occupational Education

Sources of Information in the Decision Process for Attending Community Colleges and Technical Institutes: The Pilot Study. Project No. 041, Dr. C. V. Mercer, Department of Sociology and Anthropology, Project Director.

The ultimate objective of research is to identify non-users of technical institutes and community colleges in the potential population and to ascertain the information which would alter their behavioral terns. The potential users must (1) know of the system, (2) perceive it as having relevance for them, (3) perceive the probability of success in the system, and (4) perceive a probable employment outcome which warrants the further participation in the foregone alternatives.

The objective of the pilot study is the development of the ranges and types of responses associated with the questions listed above. While the ultimate attention is the administration of an objective questionnaire to a random sample of all students, the existing knowledge does not permit the construction of such a questionnaire. Through interviewing the wide variety of students, meaningful and appropriate questions and response categories can be developed.

Work continued on the preparation of a report on the pilot study which is to be used as a basis for a proposal of a general sample study.

Occupational Expectations and School Integration. Project No. 043, Dr. C. E. Lewis, Department of Sociology and Anthropology, Project Director.

The objectives of this project are: (1) to investigate the relationship between occupational expectations and physical and social integration in high schools, and (2) to ascertain the association between those variables and knowledge of occupational education opportunities and educational behavior which might lead to career progression. The long-range objective of the study involves a longitudinal phase which would include the notions of integration and occupational expectations as they relate to the occupational education programs and to career progression.

The preliminary draft of the final report of the project was completed during the quarter. A review and evaluation of the report was made by a panel of persons associated either with the Center or with the Department of Sociology and Anthropology. The recommended changes were incorporated in the revised report and the manuscript was revised for publication.

Plans for collecting follow-up data relative to the longitudinal aspects of research have been discussed. A proposal will be submitted in the near future. The major hypothesis to be tested is that there is a direct relationship between occupational expectations and educational and occupational achievement.

Goal 2. Articulation

The Effect of Adult Basic Education on Occupational Adjustment and Acculturation of Low Literate Adults. Project No. 024, Dr. R. W. Shearon and Dr. W. H. Puder, Department of Adult Education, Project Directors.

The objectives of this project are:(1) to select, revise, and/or construct instruments to measure selected sociopsychological variables having a bearing on both levels of potentials for occupational adjustment, (2) to relate changes in the selected sociopsychological variables to participation in adult education programs and (3) based on the above findings, to introduce changes into existing program efforts through experimentation and demonstration.

A post-test training conference was held on May 8 in the N. C. Department of Community Colleges for directors of Adult Basic Education and directors of Student Personnel who were involved in the testing phase of the project. The test administrators were asked to complete all testing and mail their results in by June 1.

The Adult Basic Education Teacher Questionnaire was submitted to the Bureau of Research for clearance. Clearance was received, and the instrument was mailed to the 32 teachers cooperating in the research project. All 32 teachers returned their completed instrument. At the end of this quarter, all pre-testing, interviewing, and post-testing was completed. A number of visits were made to the cooperating institutions to assist in completing the post-testing. The instruments were edited and coded during the quarter.

The Effect of Adult Basic Education on Selected Non-Cognitive Attributes. Project No. 060, Mr. V. M. Boyce, Department of Adult Education, Project Director.

The objectives of this study are:(1) to determine if participation in Adult Basic Education classes is related to changes in the level of anomia, self-concept, and internal-external control of the participant; (2) to examine the difference in levels of anomia, self-concept, and internal-external control between Adult Basic Education participants and non-participants; and (3) to examine the relationship of levels of anomia, self-concept, and internal-external control to changes in the level of achievement of Adult Basic Education participants.

Post-test data were collected during the quarter. The instruments were scored and coded for data processing. A conference was held in May with the Adult Basic Education directors and directors of student personnel to discuss the collection of post-test data, and to obtain feedback concerning pre-testing procedures.

The Construction and Validation of a Measure of Vocational Maturity. Project No. 023, Dr. B. W. Westbrook, Department of Psychology, Project Director.

The objective of this project is to construct, tryout, and validate measures of the hypothesized dimensions of vocational maturity. The end product of the project will be a report of the project including the measures of vocational maturity and data regarding the reliability and validity of the measures.

The project staff continued writing and revising items for the vocational maturity battery. A large pool of items has been prepared which are designed to measure the various dimensions of vocational maturity, including general vocational maturity, occupations and education, values and interest, abilities, occupational planning, occupational independence, counseling effectiveness, occupational assistance, sources of information, self estimate of occupational information, occupational problem solving, occupational activities, occupational goal selection, and occupational information. The items included under each of the categories represents the work and judgment of a relatively large number of persons with whom the project staff has consulted. The project staff is now considering whether or not to attempt to adapt the items for use by sixth, seventh, and eighth graders so that they can be used in the evaluation of various "middle grades" occuptional education programs. The Superintendent of Watauga Public Schools, W. Swanson Richards, has requested assistance from the project director in developing and evaluating occupational education programs for Grades 6-8 in his school system. The vocational maturity measures may prove to be very suitable in evaluating middle grades occupational education programs as well as for use in the secondary school.

An S-O-R Approach to the Study of Job Commonalities Relevant to Occupational Education. Project No. 044, Dr. J. W. Cunningham, Department of Psychology, Project Director.

The objectives of the project are: (1) to develop a conceptual framework, based upon concepts and principles of learning transfer and

psychometrics, for defining the common denominator of jobs; (2) to construct a job analysis instrument, based on the aforementioned framework, to be used for the purpose of studying job similarities; and (3) to conduct a tryout or validation of the job analysis instrument.

During the past quarter, the research staff worked on the Stimulus and Response sections of the job-variable taxonomy in an attempt to derive categories for job-analysis items. The staff also worked at a more general level on the Goal section of the taxonomy, but temporarily suspended its efforts in this area in order to concentrate on the Stimulus and Response variables. After further reading and discussions in the area of cognition, a trait approach to the Mediation (or O) section of the taxonomy was decided upon. The rationale for this decision was that measurable human attributes, as these relate to measurable characteristics of jobs, would be more meaningful to the educator than an analysis of jobs in terms of a postulated set of mediational processes; however, the definition of a set of mental processes and the derivation of process-requirement scores for jobs might be undertaken for heuristic purposes.

It has been decided that the conceptual framework for the job analysis instrument will consist of the four main categories of Information (or Stimulus) Input, Mediation (O), Behavioral (or Response) Output, and Goals (or Products); that the major classes within the Stimulus, Response, and Goal categories will correspond to or derive from Guilford's content categories (i.e., Figural, Semantic, Symbolic, and Behavioral); and that the variables within the Mediational category will consist of measurable human attributes in the cognitive, affective, and (possibly)

psychomotor domains. For purposes of the present project, the project staff is particularly interested in Altman's general vocational capabilities in the cognitive domain, but the staff feels that the job-analysis instrument could also be applied to problems of estimating appitude requirements of job and job requirements in the affective domain. Further the staff believes that such application would be consistent with the original project proposal and of potential value to the field of occupational education.

Although the job variable taxonomy is not complete, the staff has proceeded with the development of job-analysis items in the Stimulus (Information) and Response categories.

Other project activities are summarized below:

1. Several research reports relevant to the project were reviewed.

2. A trial analysis of some DOT job descriptions were performed using McCormick's Worker Activity Profile.

3. An attempt was made by two analysts to group or cluster on the basis of overall judgment the 37 occupations investigated by Altman. Lack of agreement on this task suggests the need for a systematic and analytical approach to the problem of estimating job commonalities.

Dr. Cunningham consulted with Dr. E. J. McCormick at Purdue University during the quarter on the project methodology, sources of job descriptions, the conceptual framework for the project, and types of rating scales which might be used on the project. Permission was obtained from Dr. McCormick to use some of the items from his Position

Analysis Questionnaire. He also offered to make available for use on this project 800 microfilmed job descriptions.

Goal 3. Assessment

The Development of Postsecondary Occupational Education in the South. Project No. 055, Dr. T. E. Scism, Department of Politics, and Dr. C. V. Mercer, Department of Sociology and Anthropology, Project Directors.

The objectives of this project are: (1) to provide a description of the systems of postsecondary occupational education now in operation in 16 southern states, and (2) to describe the processes by which several systems have become what they are, with particular emphasis on those events which have occurred since 1958. The interest will be in the various processes which have produced changes or alterations in the systems, including the legislative process, with numerous influences operating on this process.

Data collection on the pilot project was continued during the quarter. Trips were made to Atlanta, Georgia; Lexington, Kentucky; Raleigh, North Carolina; Tallahassee, Florida; and Columbia, South Carolina to collect data for the project. A trip also was made to Washington, D. C. to confer with personnel in the National Center for Educational Statistics and the Division of Vocational-Technical Education in the U. S. Office of Education to collect data which were not available from these states. Project directors conferred with Dr. Bob E. Childers, Executive Secretary, Committee on Occupational Education, Southern Association of Colleges and Schools, Atlanta, Georgia regarding the development of the project during this period.

The Development of Standards for Occupational Education. Project No. 061, Dr. C. F. Ward, Department of Industrial and Technical Education, Project Director.

The objectives of the project are: (1) to ascertain the number of agencies and/or associations in the U. S. which are actively engaged in the process of specialized or institutional accreditation of occupational education at either the secondary, postsecondary non-collegiate, or collegiate levels; (2) to analyze the administrative structure under which the accrediting takes place; (3) to determine the procedures for selection and qualifications of personnel participating in the accrediting process for occupational education; and (4) to compile and analyze the criteria and guidelines used by these various agencies for the accreditation of occupational education.

Review of literature beginning in the preceding quarter was continued. Pertinent journal articles and doctoral dissertations were annotated in order to provide an annotated bibliography for the final report.

To attain some insight as to the overall operations of voluntary accreditation agencies in general, a visit was made to headquarters of the National Commission on Accrediting in Washington, D. C. To provide an understanding of the operation of accrediting agencies, visits were made to the headquarters of the Accrediting Commission for Business Schools, the National Home Study Council, the National Association of Trade and Technical Schools, the Engineering Council for Professional Development, the National Association of Practical Nurse Education and Services, and the National League for Nursing. Interviews were held with

responsible officials in each agency, and published materials concerning the accreditation program of each were obtained.

To ascertain what is currently being done in accreditation in the area of occupational education, letters were written to each of the regional accrediting associations and to each of the specialized accrediting agencies not personally visited, requesting that they provide data on the purposes of their operation, the extent of their efforts in accreditation of occupational education, and any criteria for guidelines used in the accrediting process. Response was 100 per cent, and analysis of these data was begun.

To determine the extent of institutional approval or accreditation practice by state agencies responsible for occupational education, to learn the extent of state licensing requirements, and the extent of state participation in extra-legal accreditation, a questionnaire was devised and mailed to all state directors of vocational education and to all directors of state systems of community colleges. Questionnaire returns approximated 40 percent at the close of the quarter.

An Evaluation of a Project Entitled: Concerted Services in Training in Education in Rural Areas. Project No. 015, Dr. B. E. Griessman, Department of Sociology and Anthropology, Project Director.

The general purpose of the project is to measure the anticipated and unanticipated effects of Concerted Services in Training and Education in Rural Areas. Thus, the research design takes into account the stated objectives of the project as indicator of anticipated effects. One of

these objectives is as follows: "Develop ways in which these rural communities can provide education, vocational guidance, training, and other services needed to help people become employable." One major part of the evaluation attempts to measure the extent to which objectives have been achieved. Another part of the evaluation involves the appraisal of the extent to which the cooperative educational effort has enlisted local involvement, developed indigenous leadership, and explored innovative patterns for developmental change in non-urbanized geographical areas.

The major activities of the project during this quarter centered around the reviewing and editing of the state reports. During the previous quarter the first drafts of the reports had been received and circulated to respective reviewers. During this quarter the critiques were then returned to the authors so that they might begin preparation of the final drafts. The reports from Arkansas and New Mexico only required a few changes. Consequently, the revised drafts of these reports were received during the quarter. Final editing and proofing of the typed copy was initiated immediately. The Minnesota report required more extensive revision; the revision of this manuscript was not received during the present quarter.

On June 25, Dr. Griessman attended a briefing session in Washington, D. C. in order to be brought up-to-date on the progress of the Concerted Services project.

A number of interesting ideas are appearing in the individual state reports. One of the more interesting approaches to the objectives of the Concerted Services appeared in the Minnesota report. In it the authors

assume the respective stated objectives of CSTE under four functions: research, coordination, education, and development. This is, of course, only one of the several ways of viewing the undertaking. Other equally important ideas will appear in the various reports.

Special Projects

The Application of Program Planning and Budgeting System to an Educational Research and Development Center. Project No. 056, Mr. P. S. Vivekananthan, Department of Psychology, Project Director.

This project is directed toward applying a program planning and budgeting system to research and development centers in education and particularly facilitating project management in research in education.

The literature survey in the area was completed. A considerable amount of time was spent in discussion with Dr. D. W. Drewes on the methodological problem. The project definition phase was initiated.

National Inservice Training Multiple Institutes for Vocational and Related Personnel in Rural Areas. Project No. 063, Dr. J. K. Coster and Dr. C. H. Rogers, Department of Agricultural Education, Dr. Joseph R. Clary, School of Education, and Dr. B. W. Westbrook, Department of Psychology, Project Directors.

The central purpose of this project is to provide inservice training for vocational and related personnel designed to equip these persons with competencies required to develop and direct more adequate and relevant programs of vocational education, including vocational

guidance, in rural areas. The overall objectives include translation of knowledge from research and experience into action programs and the development of new models for the improvement of vocational education in rural areas. This project provides for the training of 545 persons in vocational education and related areas in seven institutes to be conducted as part of the total program of the project.

During the quarter, the official notification and grant award was received for the project. On June 18 and 19, a steering committee meeting was held in Raleigh to work out the details of conducting the multiple institute program. Attending the meeting were Dr. James E. Bottoms, Georgia; Dr. Harry K. Brobst, Oklahoma; Dr. Joe R. Clary, North Carolina; Dr. John K. Coster, North Carolina; Dr. Vanik S. Eaddy, Alabama; Dr. Robert E. Norton, Arkansas; Dr. Ray Perkins, Florida; Dr. Charles H. Rogers, North Carolina; Dr. Douglas C. Towne, Tennessee; Dr. James E. Wall, Mississippi; Dr. Bert W. Westbrook, North Carolina; Dr. Jack A. Wilson, Washington, D. C.; and Dr. Otto P. Legg, Washington, D. C. At the meeting the following items of business were transacted: (1) securing information for the U.S.O.E. Contracts and Grants Office, (2) developing subcontract agreements, (3) specifying the multiple institute training package, (4) specifying the foci of the training program, (5) developing procedures for selecting participants, (6) revising the master schedule for institutes, and (7) preparing a time table of activities for the steering committee.

Following that meeting, Dr. C. H. Rogers met with Mr. R. D. Anderson, Executive Secretary of the National Association of State Directors of

Vocational Education, to obtain the cooperation of the state directors for the multiple institute program. Mr. Anderson prepared a letter of endorsement for use in publicizing the institute program.

Mr. J. K. Dane of the Center for Occupational Education began preparation of the brochure for the multiple institute program. This brochure will be completed by August 15, 1969. Contact was also made with Dr. Robert E. Taylor at the Center for Vocational and Technical Education at The Ohio State University to obtain their mailing list for mailing brochures. The mailing list was promised in order to meet the August 15 deadline for mailing the brochures.

Dr. Rogers met with Dr. Douglas C. Towne and Dr. Ronald Havelock to prepare a background paper on the "change agent," for use in all institutes. Dr. Rogers and Dr. Coster met with Dr. C. E. Bishop at the University of North Carolina in Chapel Hill to discuss the preparation of a basic working paper for use in the institute program to be entitled, "The Changing Needs of Persons in Rural Areas."

Other Activities

Services and Conferences Program

1. The Spring Meeting of the Southwide Research Coordinating Council on Occupational Education was held in Houston, Texas on June 11 and 12, 1969. Attending from the Center were Dr. J. K. Coster, Dr. C. H. Rogers, Dr. C. V. Mercer, and Dr. B. W. Westbrook.

Other Research and Development Activities

The Development of a Model Exemplary Program in Occupational Education for the Middle Grades, Project No. 064, Dr. J. K. Coster, Department of Agricultural Education, Project Director.

The objective of the project is to produce a model exemplary program in occupational education at the middle-grades which will provide for (1) maximizing the articulation between general and occupational education; (2) the development of attitudes, basic educational skills, and habits; (3) providing prevocational orientation; (4) maximizing the relevance of education to career choice and aggression; (5) increasing the participation in occupational education at the secondary level; and (6) minimizing the dropout rate in the middle- and upper-grades.

During the quarter, a team of students and teachers from the Apex community in Wake County, North Carolina was assembled to focus on an idealized model of occupational education in the middle grades. This team worked under the direction of Dr. Dorothy S. Williams, Department of Sociology and Anthropology, and Mr. J. B. Jones and Mrs. Elizabeth Utermohlen, graduate research assistants in the Center. The students

and teachers were drawn from the previous predominately white school in the community and the previous predominately black school in the community. The students, who included representatives from the disadvantaged population, focussed on needed changes in the curriculum of the school in terms of the needs of their peer groups. The teachers focussed on possible curriculum changes in the school system. Attention was directed during the quarter to the design of an Occupational Resource Center for the Middle-Grades which would serve individual students, groups of students and teachers by providing informational inputs for individual and group guidance programs, inputs into the curriculum, source materials for individual decision making, and avenues for exploring occupational choices.

STAFF ACTIVITIES

Dr. L. E. Bennett

1. Was elected to the Council of the North Carolina Chapter of the American Society for Public Administration.

Mr. V. M. Boyce

1. Attended the Adult Education Conference on Self Concept, in Madison, Wisconsin, July 1-2, 1969.

Dr. J. K. Coster

1. Attended the meeting of the Advisory Committee to the Director of Comprehensive and Vocational Education Research, in Washington, May 5, 1969.

2. Served as consultant to Crofts Educational Service in the preparation of a report for the evaluation of Title I, PL 89-10 program, in C..rleston, South Carolina, May 26-28, 1969.

3. Conferred with Dr. D. C. Towne on the National Multiple Institute Program of Rural Areas at the University of Tennessee, in Knoxville, March 29, 1969.

4. Served as member of the Advisory Committee for the National Institute on Improving Vocational Education Evaluation at the University of Arkansas, in Fayetteville, May 30-31, 1969.

5. Served as consultant to Educational Service Unit No. 6, Milford, Nebraska, June 12-13, 1969, in the evaluation of a Title III, PL 89-10 project.

6. Attended a meeting of the Committee on Occupational Education, Southern Association of Colleges and Schools, in Atlanta, June 23, as consultant to the committee.

7. Served as consultant to the Vice President for Research and Dean of the Graduate School, Mississippi State University, in State College, July 10-11, in the evaluation of a proposal for a Ph.D. degree in Occupational Education.

8. Presented an address entitled "The Administrator's Role in Keeping Programs Relevant (Selling Innovation)" at the Leadership Conference for Administrators of Post-High Vocational and Technical Education at the University of Wisconsin, in Madison, July 31, 1969.

Dr. J. K. Coster and Mr. J. K. Dane

1. Prepared a paper entitled "Research Strategies for the Seventies," for presentation to the Central Region Research Conference in Agricultural Education, which was presented by Dr. Coster at the University of Illinois, in Urbana, July 29, 1969. The same paper was presented by Dr. William J. Brown, Jr. at the Southern Regional Research Conference in Agricultural Education at Louisiana State University, in Baton Rouge, July 31, 1969.

Dr. B. E. Griessman

1. Completed a report for the Ontario-East Regional Center, in Potsdam, New York, based on a survey of community leaders.

Dr. C. V. Mercer

1. Prepared a report entitled "Public Postsecondary Vocational Institutions" for the Bureau of Higher Education, U. S. Office of Education.

2. Served as a consultant to the Department of Epidemiology, School of Public Health, University of North Carolina, Chapel Hill, North Carolina.

Mr. A. B. Moore

1. Attended the Adult Education Conference on Self Concept, in Madison, Wisconsin, July 15-17, 1969.

Dr. W. H. Puder

1. Edited one issue of the Beacon, the newsletter of the American Vocational Education Research Association.

Dr. C. H. Rogers

1. Presented a paper entitled "Occupational Training Opportunities of Rural Youth" at the Agricultural Policy Institute Conference, in Raleigh, June 3-5, 1969.

Dr. R. W. Shearon and Dr. W. H. Puder

1. Presented a paper entitled "The Effect of Adult Basic Education on Occupational Adjustment and Acculturation of the Low Literate Adult at the meeting of the North Carolina Community College Adult Educators Association, in Charlotte, North Carolina, October 16, 1969; and to the Fall Conference of State Directors and University Leaders in Adult Education, Region III, U. S. Office of Education, in Charlottesville, Virginia, October 21-23, 1969.

Dr. C. F. Ward

1. Attending a planning committee meeting of the Accreditation and Institution Eligibility Staff of the U. S. Office of Education, in Washington, June 5 to 6, 1969.

II. PROBLEMS

None

III. SIGNIFICANT EVENTS AND FINDINGS

The following report was published during the quarter:

Charles H. Rogers and others, Teenage Unemployment in Two Selected Rural Counties in the South. Center Research and Development Report No. 4.

IV. DISSEMINATION ACTIVITIES

Listed under "Staff Activities" in Section I.

V. CAPITAL EQUIPMENT ACQUISITION

None.

VI. FORMS

The following instruments, which were submitted to the Internal Clearance Committee for review and were administered as a pre-test during the past quarter, were administered as a post-test to 350 disadvantaged adults in 10 communities during the present quarter.

The Effect of Adult Basic Education on Occupational Adjustment and Acculturation, Project No. 024.

1. Rotler I.E. Scale
2. Anomic Scale
3. Economic Conservatism Scale

4. Law Scale

5. Education Scale

6. Work Beliefs Scale

7. Tennessee Self-Concept Scale

8. ABLE (Level One, Forms A and B)

9. ABLE (Level Two, Forms A and B)

The following instrument was submitted to the Internal Clearance Committee during the quarter. Clearance for use of the form was received.

Change in Occupational Education Programs: A Study of Local Administration and Community Factors Affecting Program Change, Project No. 026.

1. Interview Guide for a Study of Local Administration and Community Factors Affecting Program Change.

The following form was cleared by the Internal Clearance Committee on November 7, 1968.

An Analysis of Information Systems in Technical Institutes and Community Colleges, Project No. 029.

1. Analysis of Information in Technical Institutes and Community Colleges.

This form was administered to 50 presidents or their duly authorized representatives in 50 North Carolina Technical Institutes and Community Colleges, and 50 returns were received. The use of this form is completed.

VII. OTHER ACTIVITIES

Other activities have been reported in Part I of this report.